





RTI: ASSISTING CHILDREN TOGETHER

Dalton Elementary School

Coeur d'Alene School District # 271

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A Little About our School



- Located in the northern panhandle of Idaho, about two hours south of the Canadian border
- In the last ten years there have been five principals and three school psychologists
- □ 405 students in a Kindergarten-5th grade facility
- 24% Free and Reduced Lunch
- □ Very few minority students- about 95% Caucasian
- Non Title I School
- Part time counselor and school psychologist
- Named a Model RTI Site by the National Research Center on Learning Disabilities (NRCLD) in 2006
- □ Named Idaho RTI Exemplary Site in the April 2009

Thoughts from Dalton Students...

- "I like Dalton because the kids are nice; I mean they treat each other nicely. I think Steps to Respect helps."
- Braeson and Wyatt (5th grade students)





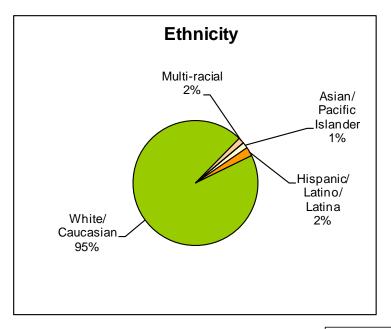
"If the work gets hard, we can ask for help and any grown-up in the school will help you. We get extra help from helpers!"

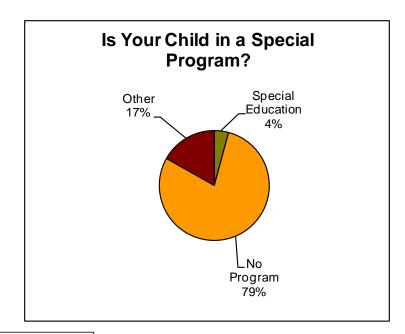
-Cali, Natalie, and Joey (1st grade students)

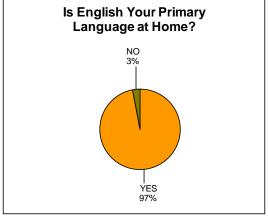
The Nine Characteristics of High Performing Schools

- Clear and Shared Focus
- 2. High Standards and Expectations
- 3. Effective School Leadership
- 4. Supportive Learning Environment
- 5. High Levels of Communication and Parent Involvement
- 6. High Levels of Collaboration and Communication
- 7. Frequent Monitoring of Teaching and Learning
- 8. Curriculum, Instruction, and Assessment Aligned with Standards
- 9. Focused Professional Development

A Look at the Numbers: Dalton Families



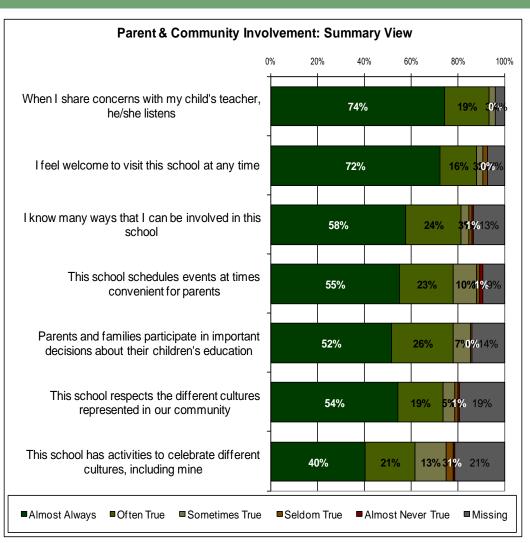




Parent Survey Results:

Parent and Community Involvement

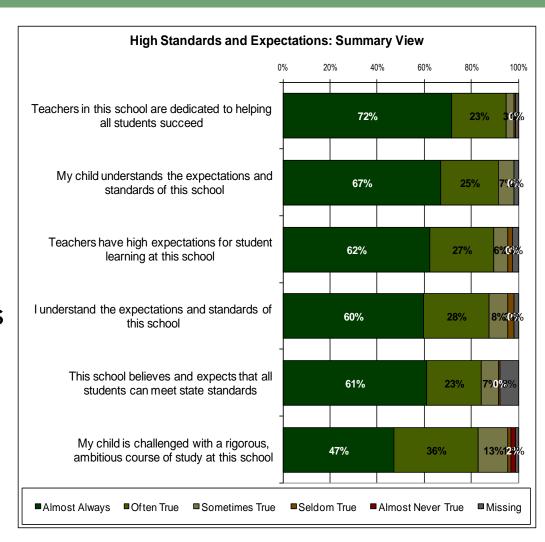
High Levels of Parent and Community Involvement: There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort. It is essential that parents be informed and involved in decision-making to support their student's educational experience.



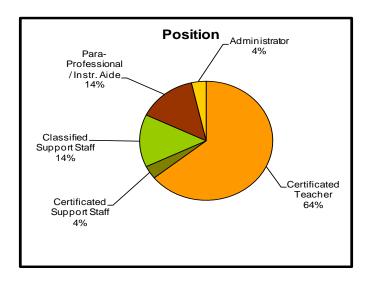
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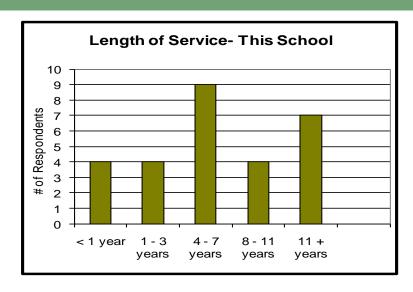
High Standards and Expectations

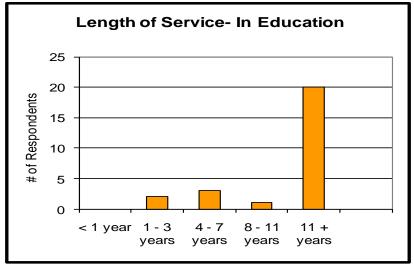
High Standards and Expectations: Teachers and staff believe all students can learn and that they can teach all students. There is a recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.



A Look at the Numbers: Dalton Staff





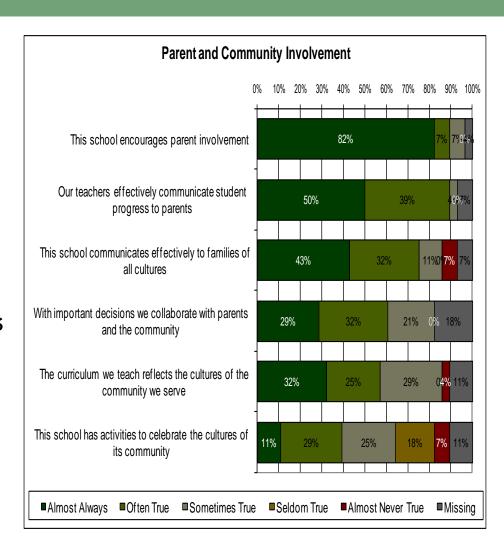


Staff Survey:

Parent and Community Involvement

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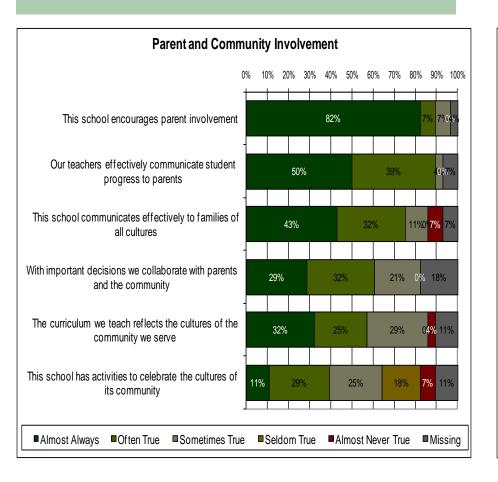
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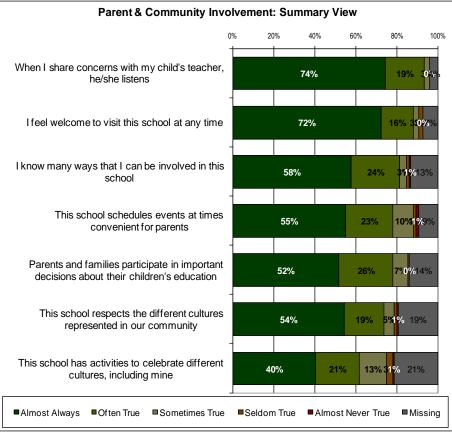
Parent and Community Involvement

Staff and Parent Comparison

Staff Results



Parent Results



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Why Change From a Traditional Model to Response to Intervention Model?

- Early detection and intervention practices: standard treatment protocol or individual problem solving
- Availability to all students
- Immediate parent involvement and intervention participation
- Reduction in the number of students referred for special education
- Increase teacher skills in educating students with academic and behavioral difficulties
- □ Improve teacher's attitudes toward at-risk students

Changing Roles...

Then: Traditional IQ Discrepancy Model

- Psychologists tested
- Resource teachers implemented IEPS
- SLP worked in isolation
- Classroom teachers "jumped through hoops" to help their students
- Parents not involved in the intervention

Now: Response to Intervention

- Every team member, including parents, consults and assists in implementing the intervention and documenting student progress
- Fewer hoops equals more help

The RTI Team

Core Members

- Referring Teacher
- School Psychologist
- Counselor
- Principal
- Special Education Teacher
- Primary or IntermediateClassroom Teacher

Additional Members

- PARENTS/Guardians are always included!
- □ SLP
- Reading Specialist
- The Student



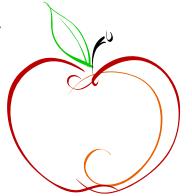
Why Is RTI Important To Our Staff?

- RTI is a model to help kids fast. There is no more waiting for them to fail before providing them with the help they need and deserve.
- Our parents are involved and informed through the entire process. There are no more surprises, they know what we know!
- The best research-based materials are being used to remediate our students.
- Our teachers value data from state and district tests, progress monitoring, and tools, Curriculum Based Evaluations, well as informal assessments. We look at everything to make decisions.

Thoughts from Dalton Teachers...

"We have become more of a team here at Dalton once we allowed the RTI model to become part of our culture. We collaborate on a regular basis and we all take ownership of educating every child together."

- Dalton Teacher



"I love that I can go to a meeting and come out with a plan to help my students. The plan is concrete and the objectives are measurable. I am also comforted by the fact that I have a team of people supporting me and my students."

- Dalton Teacher

Empowering Parents Through Participation

- Before: parents were not involved in planning meetings until all pre-referral interventions were tried.
- Now: parents are invited to the very first meeting we have regarding their child. Their attendance is not mandatory...but encouraged.







Keep in Touch!

- Keeping parents informed of their child's progress is a way to build trust and relationships.
 - Inform parents early when there are concerns
 - Report progress often, even if it is just a copy of the graph
 - Meet whenever necessary, time is tight, but it will be well worth it to make the time to meet with your families



The Little Things...

In this case it is a good idea to sweat the small stuff!

- Classroom teacher needs to make contact...at least twice before the meeting.
- □ Introduction from each team member.
- □ Have a jargon buster
- Listen! They have concerns and they don't want you to think they are a bad parent.
- Give them a job to do, they need to be a part of the plan
- Make an appointment for the next meeting.

Everyone is Welcome!

- ☐ HEART Readers
- □ Parent Volunteers
- Grandparent Volunteers
- □ Youth Volunteers of America (YVA)
- □ Practicum Students
- Student Teachers



Resource Allocation

- Communication
 - Website
 - Teachers reach out to families
- Staff development is systematic and inclusive
 - Beginning of the year refresher for all staff-NEW BINDERS!
 - Staff meeting reminders when needed
 - One-on-one support for newer staff members
- Instructional Assistants in reading and math
 - Reading: paid with levy money
 - Math: paid with Title I Showcase School grant

Thoughts from Dalton Parents...

"RTI made me feel like I was part of the team. My opinion mattered. You listened to what I wanted to say. We took it step-by-step and adjusted the plan along the way. It showed you cared about my child."

- Dalton Parent



"I am in awe that one school could assemble so many caring, fun, creative teachers who appreciate each child as an individual. They come up with creative motivational tools for them. They not only care about our kids, but the community too."

- Dalton Parent

Final Thoughts...

"Our task is to provide an education for the kind of kids we have Not the kind of kids we used to

Not the kind of kids we used to have...

Or want to have...

Or the kid that exists in our

dreams."

- Anonymous



Resources

- □ Idaho State RTI Website
 - http://www.sde.idaho.gov/site/rti/
- Idaho SDE: Idaho Training Clearinghouse
 - http://itcnew.idahotc.com/DNN/Default.aspx?alias=itcnew.idahotc.com/dnn/rti
- National Center on Response to Intervention http://www.rti4success.org/
- National Research Center on Learning Disabilities
 www.nrcld.org